



DEPARTMENT OF EDUCATION

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Working Together for Student Success

School Quality Reviews

Guidance Document

2018-2019

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Part I: Principles of the School Quality Review

A. Indiana Public Law 221-1999: Schools in Year 2 of the Lowest Category or Designation of School Performance

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's school accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)

B. Purpose of the School Quality Review (SQR)

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the "5Essentials for School Improvement" framework developed by the Consortium on School Research at the University of Chicago. The school quality review includes a pre-visit analysis and planning meeting, on-site comprehensive review, and may include targeted follow-up visits.

C. Technical Assistance Team (TAT)

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review. Known as the Technical Assistance Team (TAT), membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

TAT members receive training to ensure they understand the purpose of the visit and the individual roles of each team member. The training consists of, at a minimum, the establishment of shared norms, training on the rubric used to guide the review, and competency and awareness training meant to ensure all members have a keen understanding of self as a member of a technical assistance team.

D. Technical Assistance Team Values & Norms

Values (What We Believe)
<p>All students, provided equitable educational opportunities, have the ability to learn and achieve.</p> <p>Teachers & leaders who devote their lives to educating our students deserve support.</p> <p>Systemic changes, along with programmatic improvements, are necessary to eliminate inequities.</p>
Norms (How We Operate)
<p>Respect & humility - We value the strengths, experiences, and perspectives of others, and recognize our own limitations as a third-party review team. We are committed to developing effective partnerships with schools and the communities they serve to ensure that our work advances the broader good for the students in the building.</p> <p>Assume the best - The Technical Assistance Team operates with a positive lens during all interactions with internal and external audiences. We assume the best in others and believe we all work with the best interest of the students and the goals we have set for our schools in the forefront of our minds.</p> <p>Seek to understand - The Technical Assistance Team seeks to understand the complex and unique aspects of each school through observation and question cycles. The team will make recommendations for each school after developing a deep understanding of the school, its faculty, and the context within which it operates.</p> <p>Integrity - The Technical Assistance Team will operate with a sense of wholeness, deriving from honesty and rightness of character. We will be honest and respectful in our relationships with each other and school/district personnel, always focused on our mission of providing accurate and actionable feedback to schools, in order to improve the educational experience of each student.</p>

E. Key Domains of the Review

The School Quality Review is anchored in the “5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago (see pages 9-17 of the [linked report for more information](#)).

- 5Essentials Domain 1 – Effective Leadership
 - In schools with Effective Leaders, leaders and teachers work together to implement a shared vision and mission that drives the school’s goals for success and improvement.
- 5Essentials Domain 2 – Ambitious Instruction
 - In schools with Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge.
- 5Essentials Domain 3 – Supportive Environment
 - In schools with a Supportive Environment, the school is safe, supportive, and there are high expectations for all students.
- 5Essentials Domain 4 – Collaborative Teachers
 - In schools with Collaborative Teachers, all teachers collaborate to promote professional growth.
- 5Essentials Domain 5 – Involved Families
 - In schools with Involved Families, the staff builds strong external relationships.

F. Instruments: Evaluation Scale and Descriptors

As multiple instruments are used to triangulate and retrieve data from multiple sources, it is critical that the (a) domains, (b) evaluation scale, and (c) indicators are the same for all respondents. The domains are identical to those in the “5Essentials for School Improvement” framework. The evaluation scale is an ordinal scale of 1-4 with 4 being the highest as shown in the table below. The indicators for each domain are defined in a rubric (Appendix A).

Rating	Description	Interpretation
4	Highly Effective	High impact implementation – exceeds standard & drives student achievement
3	Effective / Implemented with Fidelity	Routine and consistent – meets standard
2	Improvement Necessary	Limited evidence of this happening in the school – attempt to meet the standard
1	Ineffective	Insufficient evidence of this happening in the school – limited attempt to meet standard

G. Frequently Asked Questions

Why is the school receiving a quality review?

The State Board of Education is authorized to assign an expert team to conduct a school quality review for any school that receives two and/or four consecutive “F” ratings.

What is the purpose of the school quality review?

The school quality review is a process meant to support and assist the school in revising its improvement plan. The visit will result in a published report that includes recommendations to promote improvement, including the reallocation of resources or requests for technical assistance.

Who will conduct the school quality review?

The school quality review will be conducted by a technical assistance team established by the Indiana State Board of Education. Each team will be led by an experienced professional who can serve as the point of contact. Additional membership may include school superintendents, school and district leaders, members of governing bodies, and teachers from school corporations that are in high categories or designations, and special consultants or advisors.

How long is the school quality review and what does it entail?

The school quality review consists of three components: a virtual pre-visit meeting, an on-site review, and an optional follow-up meeting.

During the pre-visit meeting, school and district leadership will meet with Indiana Department of Education staff to share key priorities within the school, identify targeted domains within the school quality review rubric, and finalize logistics for the visit. We will answer any additional questions you may have during this meeting as well.

Each on-site review consists of classroom observations, stakeholder focus groups, and meetings with school and district leadership.

What role does the school leader play in the school quality review process?

The school leader serves as an essential partner throughout the school quality review process. Formally, the school leader will be required to participate in the pre-visit meeting and charged with proposing times for each of the on-site review’s components (based on the scope of the visit established by the State Board of Education).

The technical assistance team will operate independently during the on-site review, allowing the school leader to conduct their normal daily routines. Outside of scheduled meetings with the technical assistance team, school and/or district leadership will not be expected to participate in the quality review.

What should I tell teachers and caregivers about this process?

The school quality review process is a component of the state's broader efforts to support local communities in their efforts to improve educational opportunities for Hoosier students. This process is a partnership with the school and focuses on providing actionable feedback to inform and enhance school improvement efforts already underway at the school.

This process will include teacher and community voices through focus groups, surveys, and interviews.

What happens after the school quality review?

Following the school quality review and publishing of the report, the school will implement school improvement initiatives informed by the recommendations from the technical assistance team and as requested, receive additional technical assistance from the Indiana Department of Education.

The State Board will continue to monitor school performance. If the school improves its letter grade, no further action will be taken. Should the school receive an "F" rating for a third consecutive year, the State Board will conduct a public hearing to solicit input when considering options for school improvement.

Part II: Preparing for the Review – Pre-Visit Meeting & Initial Steps

A. Principal's Role

Once schools are identified for a school quality review, an IDOE Technical Assistance Team leader will reach out to school and district leaders to arrange a virtual meeting to discuss the school quality review. After the virtual pre-visit meeting, the principal is encouraged to meet with her/his school staff to ensure they are aware of and understand the school's P.L. 221 status and the resulting school quality review. The IDOE Technical Assistance Team leader will send the "School Leaders' Self Evaluation" to the principal. The self-evaluation must be completed and returned to the IDOE Technical Assistance Team leader before the TAT visit. In addition, the principal needs to:

- Make appropriate contacts and arrangements with those that will be participating in the focus groups – teachers, students, caregivers, and community members.
- Distribute the teacher survey provided by the IDOE to all teachers.
- Send proposed times for the on-site review's components to the IDOE Technical Assistance Team leader to inform the two-day on-site review schedule.
- Identify a meeting room for the Technical Assistance Team members to use during the on-site review.

Additional tasks for the principal are listed in the Appendix F - "Principal's Checklist."

B. School Improvement Essentials Alignment Tool

Prior to the virtual pre-visit meeting, the school leader will use the “School Improvement Essentials Alignment Tool” provided by the IDOE to identify and prioritize the two domains (in addition to the Effective Leaders domain) that most align with the school’s goals and improvement strategies as outlined in the school’s improvement plan. While the TAT will collect and analyze evidence on all five domains in the “5Essentials for School Improvement” framework during the onsite review, the final report will focus on three prioritized domains to provide targeted feedback and recommendations that align to the school’s most significant areas for growth.

C. Pre-Visit Meeting via WebEx

The pre-visit meeting will be conducted virtually using WebEx. This meeting is meant to establish a shared understanding among the IDOE and leaders from the school and district as to the school’s strengths and focus areas. During the WebEx, the IDOE will also share and discuss with school and district leaders the on-site review and the steps that must be taken in preparation for the review.

D. On-site Visit Scheduling Tool

Prior to the on-site review, the school leader is responsible for using the “On-site Visit Scheduling Tool” provided by the IDOE to propose a schedule for the required components of the two-day, on-site review. The school leader will be required to schedule and invite stakeholders (e.g., students, teachers, caregivers, community members) to attend focus groups. See Part III for more information about the required meetings and focus groups.

Informed by the proposed schedule completed by the principal, the IDOE Technical Assistance Team leader will work with the principal to finalize the schedule for the two-day, on-site review.

E. Teachers’ Survey

Before the TAT’s on-site review, the IDOE will provide the principal with an online survey to share with teachers (Appendix B) to gain their perspectives about the school and to provide each teacher with an opportunity to contribute to the school quality review. The survey questions correspond to the domains and indicators that make up the School Quality Review rubric (Appendix A). All results are kept confidential and the results are reviewed in the aggregate.

F. Caregivers’ Survey

Before the TAT’s on-site review, the IDOE will also provide the principal with an online survey for caregivers (Appendix C) to gain their perspectives about the school and to provide each caregiver with an opportunity to contribute to the school quality review. The survey questions correspond to the domains and indicators that make up the School Quality Review rubric (Appendix A). All results are kept confidential and the results are reviewed in the aggregate.

G. School Leaders' Self-Evaluation

Before the TAT's on-site review, the IDOE will also provide the principal with a "School Leaders' Self Evaluation" (Appendix D). This self-evaluation gives the school leadership team an opportunity to share background information about the school and their own reflections about the school's strengths and areas for growth with the members of the Technical Assistance Team. School leadership teams are encouraged to collaboratively complete this self-evaluation. The self-evaluation is not an elaborate self-study, but it does require the school leadership team to include evidence sources for their responses. The completed self-evaluation should be shared with the Technical Assistance Team leader prior to the on-site review.

III. Two-Day On-Site Review

The two-day, on-site review involves numerous methods of data collection, information gathering, and stakeholder engagement.

A. Classroom Observations

Classroom observations are a critical component of the on-site review. The TAT will use a "Classroom Observation Tool" made up of look-fors pertaining to classroom environment, classroom culture, high expectations, instructional execution, and student engagement (Appendix E).

The TAT expects:

- Teachers have been informed that TAT members will be visiting classrooms in an unannounced manner.
- A current school map that identifies classrooms, teachers' names, and their room numbers has been provided.
- A diverse set (e.g., grade levels, subject areas) of classrooms are available to visit, along with information about the subjects taught throughout the day.
- The teachers do not prepare or do anything differently than they normally do.
- Lesson plans are available on the teacher's desk (if this is the principal's or district's expectation).

Teachers should expect:

- Reviewers to quietly converse with students, if appropriate; but, reviewers will not otherwise interrupt the flow of the lesson.
- Feedback will **not** be provided to them after classroom observations.
- Visits may last the entire lesson or be as short as 10 minutes, depending on the structure of the lesson being delivered.

B. Collaborative Teacher Meetings

Given the school quality review's focus on ambitious instruction and collaborative teachers, the Technical Assistance Team will observe a collaborative teacher meeting that is scheduled during the two-day, on-site review. This meeting should be an instance of an existing cadence of meetings involving teachers and staff, such as a professional learning community (PLC), a grade-level meeting, or a content-area meeting.

C. Meeting with District Representatives

The principal should arrange for one or more district staff to meet with the Technical Assistance Team. The purpose of the meeting is to discuss the strategic supports that the district provides the school, organized around the domains of the "5Essentials for School Improvement" framework. The meeting should include district representatives that directly support the school and can speak specifically about district's supports and accountability structures.

D. Meeting with and Engaging Students

The Technical Assistance Team uses multiple methods to collect students' opinions and learn about their experiences in school. One method is taking opportunities while moving throughout the school to ask students about their understanding and knowledge of various aspects of the school, their attitudes towards their schoolwork and their general feelings about how the school helps them succeed. The Technical Assistance Team also conducts a focus group with students. The questions asked during the student focus group are specifically designed to be age-appropriate and engaging for the grade-level(s) represented by the group. In scheduling this focus group, the school leader should ensure:

- There are 6 to 8 students in attendance.
- The students represent a range of age groups and demographics.
- The focus group is not attended by any staff members.
- There are 45 minutes available for the focus group.

E. Meeting with and Engaging Teachers

As with students, the Technical Assistance Team uses multiple methods to collect teachers' perspectives of the school. The TAT may interact with teachers during classroom observations or the collaborative teacher meeting, but only when such interactions would not interfere with instruction or professional learning. Additionally, the Technical Assistance Team conducts two focus groups with teachers. In scheduling these focus groups, the school leader should ensure:

- There are 6 to 8 teachers in attendance in each focus group.
- The teachers represent various grade levels and content areas.
- The focus groups are not attended by any members of the school administration.
- There are 60 minutes available for the focus groups.

F. Caregiver Focus Group

Caregivers provide valuable insights into the quality of education their student receives. In scheduling this focus group, the school leader should ensure:

- There are 6 to 8 caregivers in attendance.
- None of the caregivers are employees of the school or district.
- The focus group is not attended by any staff members.
- There are 45 minutes available for the focus group.

If necessary, a few members of the Technical Assistance Team may be able to stay after school to allow the caregiver focus group to be conducted at a time more conducive to their schedules.

G. Community Member Focus Group

Community members provide valuable insights into the contributions that the school makes to the surrounding community and opportunities for strategic community-school partnerships. In scheduling this focus group, the school leader should ensure:

- There are 6 to 8 community members in attendance.
- None of the community members are employees of the school or district.
- The focus group is not attended by any staff members.
- There are 45 minutes available for the focus group.

H. Meetings with School and Instructional Leadership Teams

Meetings with the principal, school leadership team, and instructional leadership team are an important element of the review. The Technical Assistance Team often works with the principal to arrange meetings with specific members of the school leadership team, such as guidance counselors and instructional coaches.

I. Additional Data Gathering

Depending upon the data gathered during the two-day, on-site review, the Technical Assistance Team may request additional data or to meet with additional staff (e.g., graduation coach, attendance clerk).

J. Communication During the On-Site Review

During the visit, the Technical Assistance Team leader will informally check-in with the principal to provide real-time updates on the status of the on-site review, request additional information to support the school quality review, and answer any questions.

K. Example On-Site Review Schedule

DAY 1		
	TEAM A	TEAM B
7:30	TAT Members Arrival (7:30 - 7:45)	
7:45	Meeting with School Principal (7:45 – 9:15) Room 315	
8:00		
8:15		
8:30		
8:45		
9:00	Interview School Leader & Discuss Self-Evaluation	
9:15		
9:30		
9:45		
10:00	Student Focus Group (9:15 – 10:15) Room 317	
10:15		
10:30		
10:45		
11:00	Instructional Leadership Team Meeting (9:15 – 10:15) Room 315	
11:15		
11:30		
11:45		
12:00		
12:15	TAT Member Debrief (10:15 - 10:30) Room 315	
12:30		
12:45		
1:00		
1:15		
1:30	Classroom Observations 3rd & 5th Grade ELA (10:30 - 11:30) Rooms 108, 109, 213, 214, 215	
1:45		
2:00		
2:15		
2:30		
2:45	Teacher Focus Group (10:30 - 11:30) Room 315	
3:00		
3:15		
3:30		
3:45		
4:00	TAT Member Lunch (11:30 - 12:00) Room 315	
4:15		
4:30		
4:45		
5:00		
5:15	Classroom Observations (12:00 - 1:00) Special Areas/Lunch	
5:30		
5:45		
6:00		
6:15		
6:30	Classroom Observations (12:00 - 1:00) Special Areas/Lunch	
6:45		
7:00		
7:15		
7:30		
7:45	2nd & 4th Grade PLCs (1:00 - 2:00) 2nd - Room 208 4th - Room 315	
8:00		
8:15		
8:30		
8:45		
9:00	TAT Member Work Time (2:00 - 2:30) Room 315	
9:15		
9:30		
9:45		
10:00		
10:15	Observe After School Activities (2:30 - 3:00)	
10:30		
10:45		
11:00		
11:15		
11:30	TAT Member Work Time (3:00 - 3:30) Room 315	
11:45		
12:00		
12:15		
12:30		
12:45	Meeting with School Principal (3:30 – 4:15) Room 315 Debrief Day 1	
1:00		
1:15		
1:30		
1:45		
2:00	TAT Member Departure (4:15 - 4:30)	
2:15		
2:30		
2:45		
3:00		
3:15	TAT Member Departure (4:15 - 4:30)	
3:30		
3:45		
4:00		
4:15		

DAY 2	
TEAM A	TEAM B
TAT Members Arrival (7:30 - 7:45)	
Meeting with School Principal (7:45 – 8:30) Room 315	
Interview School Leader & Discuss Day 2 Schedule Changes	
Classroom Observations K & 1st Grade Math (8:30 - 9:30) Rooms 110, 111, 112, 113	Classroom Observations 2nd & 4th Grade Math (8:30 - 9:30) Rooms 208, 209, 113, 114, 115
TAT Member Debrief (9:30 - 9:45)	
Meeting with District Leaders (9:45 - 10:45) Room 315	Teacher Focus Group (9:45 – 10:45) Room 315
Classroom Observations Special Area Classes (11:00 - 11:30) Rooms 118, 119, 120	
TAT Member Lunch & Worktime (11:30 - 12:30) Room 315	
Flex Time (12:30 - 12:45)	Community Member Focus Group (12:30 - 1:30) Room 317
Classroom Observations 3rd & 5th Grade Math (12:30 - 1:30) Rooms 108, 109, 213, 214, 215	
Caregiver Focus Group (1:45 - 2:30) Room 317	Classroom Observations K & 1st Grade ELA (1:30 - 2:30) Rooms 110, 111, 112, 113
TAT Member Work Time (2:30 - 3:15) Room 317	
On-Site Review Debrief with School Leadership Team & District Leadership (3:15 - 4:15) Room 317	
TAT Member Departure (4:15 - 4:30)	

Part IV: The Final Report and Post Review Action Planning

At the end of the two-day, on-site review, the Technical Assistance Team provides initial feedback to the principal and district representative(s) on overall school strengths and areas for improvement. The principal should invite a district representative(s) to this debriefing session. As they best see fit, the principal is encouraged to invite members of their school leadership team.

A. Final Report

A draft of the final report is sent to the principal within 20 business days of the on-site review. This draft should be reviewed by the principal and district representatives for factual and technical errors. The final report is provided to the principal within 30 business days of the on-site review.

The Technical Assistance Team leader authors the report, synthesizing the evidence gathered to illustrate the school's strengths and areas for improvement in a manner that aligns to the domains of the “5Essentials for School Improvement” rubric. The report provides ratings for all five domains as well as targeted recommendations that address one or more of the prioritized domains (i.e., Effective Leaders and the two domains selected by the school).

Ratings and supporting evidence are collaboratively determined by members of the Technical Assistance Team.

B. Developing a Memorandum of Agreement

The principal and district may request a meeting with the IDOE to discuss the final report. One possible outcome of this meeting is the development of a Memorandum of Agreement (MOA) between the district and the IDOE. This optional MOA defines the steps that the district and school will take to implement the final report's recommendations and other school improvement strategies. The optional MOA also defines the supports that the IDOE will provide to help the district and school achieve its goals.

C. Action Planning

The principal and district may request the assistance of the IDOE to prepare a strategic, focused action plan that addresses the final report's findings and recommendations.

Part V: Quality Assurance

The State Board of Education, in partnership with the Indiana Department of Education, has established methods to promote the quality and fidelity of the school quality reviews, thus increasing their validity.

- Recruiting high quality educators from diverse backgrounds with a wide-range of experience and proven success serving students to serve on Technical Assistance Teams.
- Providing training on the “5Essentials for School Improvement” framework to members of Technical Assistance Teams to strengthen inter-rater reliability.
- Using a core set of consistent processes across all school quality reviews and strategically differentiating certain practices to respond to local context.
- Monitoring the Technical Assistance Team members’ work during on-site reviews, providing targeted support as needed.
- Using a consensus-based approach to determine ratings and supporting evidence.
- Utilizing key themes from multiple data sources to determine ratings and supporting evidence.
- Requiring Technical Assistance Team members to sign a code of conduct (Appendix G). If a school or district believes this code has not been adhered to during the school quality review, the matter should be initially discussed with the Technical Assistance Team leader. The TAT leader will then communicate these concerns to the Director of School Improvement.

Appendix A: School Quality Review Rubric: Based on the “5Essentials for School Improvement” Framework¹

5Essentials Domain 1: Effective Leaders In schools with Effective Leaders, principals and teachers work together to implement a shared vision/mission that drives the school's goals for success and improvement. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders: <ul style="list-style-type: none"> • Practice shared leadership • Set high goals for quality instruction • Maintain mutually trusting and respectful relationships • Support professional advancement for faculty and staff • Manage resources for sustained program improvement 				
Indicator 1.1	Ineffective	Improvement Necessary	Effective	Highly Effective
The leader/leadership team set a vision and goals that are aligned to the needs of the students, school, and community. The vision and goals are reflective of high expectations for students and staff.	<p>There is little to no evidence of a vision, or the vision does not set expectations for multiple elements of the school.</p> <p>There is little to no evidence that the vision was grounded in relevant data.</p> <p>There is little to no evidence that the vision was crafted with input from stakeholders or with investment in mind.</p>	<p>The vision may set expectations for practices in academics, culture, and school operations, but does not set expectations across all elements of the school.</p> <p>The vision is grounded in partial or incomplete data sources.</p> <p>There is evidence that the vision was crafted with input from few stakeholders. Investment is not evident across stakeholders.</p>	<p>The vision sets expectations for practices across academics, culture, and school operations.</p> <p>The vision is grounded in multiple sources of school performance data but may not set a high-bar for future performance.</p> <p>There is evidence that the vision was crafted with input from key stakeholders. Investment in the vision may not include all key stakeholders.</p>	<p>The vision sets expectations for rigorous and consistent practices across academics, culture, and school operations.</p> <p>The vision is ambitious and grounded in multiple sources of school performance data.</p> <p>There is evidence that the vision was crafted with input from key stakeholders and evidence that all stakeholders are invested in the vision.</p>
Indicator 1.2	Ineffective	Improvement Necessary	Effective	Highly Effective
The leader/leadership team practice shared leadership to involve all members of the school community in the work of pursuing the vision to achieve school improvement goals.	<p>There is little to no evidence of shared leadership, with the leader/or others singularly driving the work of the school.</p> <p>There are few/not processes for engaging teachers in leadership opportunities on campus, or the processes are not equitable and include very few teachers.</p> <p>There are not school-based teams, and/or the teams are not</p>	<p>The roles and expectations for shared leadership of the leader/leadership team are unbalanced and/or inconsistent.</p> <p>There are processes established for engaging teachers in few leadership opportunities.</p> <p>The processes for identifying staff for school-based teams may be inequitable and/or inaccessible to all staff.</p>	<p>The leader and leadership team have shared responsibility in their roles in running the school.</p> <p>There are processes established for engaging teachers in leadership opportunities.</p> <p>There is an equitable process for identifying teams of faculty and staff to support the decision-making processes in the school.</p> <p>The work of the various on-</p>	<p>The leader and leadership team have shared responsibility in their roles in running the school. Roles are directly built from the strengths of the staff.</p> <p>There are processes established for engaging teachers in a variety of leadership opportunities.</p> <p>There is an equitable process for identifying teams of faculty and staff to support the decision-</p>

¹ 5Essentials is a registered trademark and is the intellectual property of UChicago Impact and the University of Chicago. The 5Essentials name and likeness may only be used with express written permission from UChicago Impact and the University of Chicago.

	functioning as a collaborative unit.	The school-based teams are incomplete: missing key groups that are critical for moving the school forward toward vision and/or not doing consistent work toward the vision and goals.	campus decision-making teams supports the school vision and goals.	making processes in the school, and there are a variety of teams, supporting all key elements of school. (School-Based Intervention Team, Teacher Leadership Team, Parent-Teacher Organizations, etc.) The work of the various on-campus decision making teams directly supports the school vision and goals.
Indicator 1.3	Ineffective	Improvement Necessary	Effective	Highly Effective
The leader/leadership team consistently monitor progress towards the vision and goals through collection and reflection upon data and make adjustments based on need to better support students, faculty and staff.	The leader and leadership team do not have established processes to collect data that informs school vision and direction. There is little to no evidence of action planning based on the data at various points in the year.	The leader and leadership team collect data, though the data collection may not consider all aspects of the vision and/or the collection may be inconsistent at times/for some elements. Action plans are not soundly based in multiple sources of data, and/or lack focus.	The leader and leadership team intentionally and consistently collect data on the status of the vision through multiple measures: classroom observation, student performance data, attendance and behavior data, etc. There is evidence of highly-focused action plans based on the data at various points in the year.	The leader and leadership team intentionally and consistently collect data on the status of the vision through multiple measures: classroom observation, student performance data, attendance and behavior data, etc. There is evidence of highly-focused action plans based on the data at various points in the year, targeting multi-dimensions of the vision.
Indicator 1.4	Ineffective	Improvement Necessary	Effective	Highly Effective
The leader/leadership team use effective staffing practices that support the work of meeting the school's vision and goals and advance school faculty and staff toward their professional goals.	There are vacancies across the school, without processes/plans for urgently staffing the positions. Few classrooms are staffed with full-time, highly effective teachers. The goals of faculty and staff are not valued. Professional development is	There are processes in place for identifying and filling vacancies, though they may be partially unclear and/or not fully timely, equitable, rigorous, and without opportunities for input from multi-levels of school-based staff. Some classrooms are staffed with full-time, highly effective teachers.	The hiring process is timely, equitable, rigorous, and includes the perspectives of multi-levels of school-based staff. Most classrooms are staffed with full-time, highly effective teachers. Most faculty and staff can articulate their professional goals and can identify supports that the school has provided in	The hiring process is timely, equitable, rigorous, and includes the perspectives of multi-levels of school-based staff. All classrooms are staffed with full-time, highly effective teachers. All faculty and staff can articulate their professional goals and can identify supports that the school has provided in

	<p>unfocused, inconsistent, and not related to staff/school goals.</p> <p>The leader/leadership team conducts few/infrequent classroom observations. Teachers are rarely provided with feedback on their instructional practice.</p> <p>There is little to no documentation on teacher performance (including high-performing and under-performing teachers).</p>	<p>Few/Some faculty and staff can articulate their professional goals.</p> <p>There is inconsistent evidence of how school supports and professional development align to individual staff goals.</p> <p>The leader/leadership team inconsistently conduct formal and informal observations and/or conduct observations of teachers without the inclusion of constructive, teacher-specific feedback.</p> <p>Most underperforming teachers are identified, though only few may have documented plans in place and/or only few may be receiving the supports laid out in the plan.</p>	<p>their pursuit of goals.</p> <p>The leader/leadership team conduct both informal and formal observations at key points in the year. Following observations, teachers are provided with constructive, specific feedback that directly impacts instruction.</p> <p>Supports and professional development provided to teachers are mostly aligned to current data and school vision.</p> <p>Under-performing teachers have documented support plans in place and are receiving the supports outlined. There may be evidence that a few struggling teachers are identified but have yet to have a documented plan in place.</p>	<p>their pursuit of goals.</p> <p>The leader/leadership team conduct both informal and formal observations frequently throughout the year. Following observations, teachers are provided with constructive, specific feedback that directly impacts instruction.</p> <p>Supports and professional development provided to teachers is aligned to current data and school vision.</p> <p>Under-performing teachers are quickly identified and have documented support plans in place and are consistently receiving the supports outlined. There are no struggling staff members without support plans in place.</p>
Indicator(s) 1.5	Ineffective	Improvement Necessary	Effective	Highly Effective
There are mutually trusting and respectful relationships amongst leaders, faculty, and staff.	The leader/leadership team do not model fair and equitable behaviors and structures that foster trust.	There is some evidence of inconsistency in the modeling of fair and equitable behaviors and structures on the part of the leader/leadership team.	Leader/leadership team model fair and equitable behaviors and structures that foster trust on most occasions and with most stakeholders.	Leader/leadership team model fair and equitable behaviors and structures that foster trust on all occasions and with all stakeholders.

5Essentials Domain 2: Ambitious Instruction

In schools with Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effective on student learning. It is:

- Well defined with clear expectations for student success
- Interactive and encourages students to build and apply knowledge
- Well-paced
- Aligned across grades

Indicator 2.1	Ineffective	Improvement Necessary	Effective	Highly Effective
Provided curriculum and recommended practices are rigorous, grounded in standards, data-driven, meaningful, and engaging.	There is little to no evidence of a school-wide expectation for the curriculum and instruction, leading to a variety of lesson sources with an inconsistent alignment to standards.	<p>The chosen curriculum meets some, but not all the following expectations: research-based, standards-aligned, well-sequenced, ensuring equity and access for all students.</p> <p>The leader sets expectations for teachers to follow the curriculum, and some teachers implement curriculum with fidelity across the school.</p> <p>School leaders/teachers make decisions to supplement curriculum but cannot articulate an evidence-based reason for the supplementation. Or, when needed, school leaders/teachers do not consistently supplement curriculum when needed.</p>	<p>The school chooses and uses curriculum that are research-based, standards-aligned, well-sequenced, and that ensure equity and access for all students.</p> <p>The leader sets expectations for teachers to follow the curriculum, and most teachers implement curriculum with fidelity across the school.</p> <p>When it is appropriate, the school/leaders/teachers decide to supplement curriculum with the purpose of raising the level of challenge and engagement for students.</p>	<p>The school chooses and uses curriculum that are research-based, standards-aligned, well-sequenced, and that ensure equity and access for all students.</p> <p>The curriculum is implemented with fidelity across the school.</p> <p>When it is appropriate, the school/leaders/teachers decide to supplement curriculum with the purpose of raising the level of challenge and engagement for students. Teachers and leaders can provide adequate rationale to support their decisions.</p>
Indicator 2.2	Ineffective	Improvement Necessary	Effective	Highly Effective
Teachers ensure that their instruction is consistently aligned to the standards-based curriculum.	<p>Learning objectives lack clarity and measurability, and/or are not posted. There is no evidence that students can articulate the learning objectives.</p> <p>Instructional tasks do not require students to do higher-order, complex thinking. There is a significant variance in instructional task quality across the school.</p>	<p>Learning objectives are posed and explained, but are not consistently clear, measurable, and grade-level appropriate. Students can explain what they are learning, though they may not be able to articulate why that matters.</p> <p>Some instructional tasks require students to do higher-order, complex thinking. This varies across the school.</p>	<p>Learning objectives are high-quality and aligned to grade-level content, are explained thoroughly. Most students can explain how the objectives connect to their success.</p> <p>Most instructional tasks require students to do higher-order, complex thinking. Instructional tasks are consistently rigorous across classrooms.</p>	<p>Teachers craft high-quality and aligned student-learning objectives. It is clear to all students how the high-level thinking they are required to do will lead them to success now and in the future.</p> <p>Teachers design and utilize instructional tasks that require students to do higher order, complex thinking. Instructional tasks are consistently rigorous across classrooms.</p>

	There is a significant lack of rich texts in classrooms.	Some classrooms provide students access to opportunities to engage with rigorous, meaningful texts.	Across most classrooms, there are opportunities for students to engage with a variety of meaningful, rigorous texts on a multitude of topics.	Classrooms are literacy rich across the disciplines, providing students with many opportunities to read a variety of meaningful, rigorous texts on a multitude of topics.
Indicator 2.3	Ineffective	Improvement Necessary	Effective	Highly Effective
Teachers make data-driven decisions to determine students that need additional interventions and plan and effectively execute appropriate and aligned interventions for students.	<p>There is little to no evidence that teachers have gathered information on students' learning with the purpose of informing instruction.</p> <p>Lessons are infrequently scaffolded to support students in mastering content. Few students demonstrate evidence of lesson mastery.</p> <p>Student performance data is rarely analyzed, and intervention systems do not exist for students, leaving a significant number of students who have not met lesson objectives.</p>	<p>Teachers gather some evidence on students' learning, and sometimes use this data to make informed decisions about supporting all students.</p> <p>There is evidence of some attempts of teachers to scaffold instruction, though this scaffolding does not consistently support student mastery. Only some students master lesson content.</p> <p>Teachers and leaders engage in analyzing student performance data to make informed decisions about appropriate and timely interventions for students.</p> <p>Interventions are dutifully monitored, reflected upon, and adjusted to increase effectiveness. Interventions result in some students being able to successfully meet lesson objectives.</p>	<p>Teachers gather evidence on students' learning at most key points in the year: their backgrounds, strengths, challenges, readiness, interests, etc. and use this data to make informed decisions about supporting all students.</p> <p>Teachers intentionally scaffold instruction to maximize the opportunity for most students to participate in the work of the lesson. Most students master the lesson content.</p> <p>Teachers and leaders engage in analyzing student performance data to make informed decisions about appropriate and timely interventions for students.</p> <p>Interventions are dutifully monitored, reflected upon, and adjusted to increase effectiveness. Interventions result in most students being able to successfully meet lesson objectives.</p>	<p>Teachers consistently gather evidence on students' learning: their backgrounds, strengths, challenges, readiness, interests, etc. and use this data to make informed decisions about supporting all students.</p> <p>Teachers intentionally and systematically scaffold instruction to maximize the opportunity for all students to participate in the work of the lesson. All/almost all students master the lesson content.</p> <p>Teachers and leaders engage in analyzing multiple forms of student performance data to make informed decisions about appropriate and timely interventions for students.</p> <p>Interventions are dutifully monitored, reflected upon, and adjusted to increase effectiveness. Interventions result in all students being able to successfully meet lesson objectives.</p>
Indicator(s) 2.4	Ineffective	Improvement Necessary	Effective	Highly Effective
Teachers utilize a variety of strategies in instruction to support students in meeting the expectations of the standards and curriculum.	There is little evidence that the teacher selected instructional strategies intentionally to meet the individual learning needs of students.	Teachers sometimes vary their instruction to reflect multiple formats, identified based on the learning targets and needs of students.	Most of the time, teachers vary their instruction to reflect multiple formats, identified based on the learning targets and needs of students.	Teachers frequently vary their instruction to reflect various formats, identified based on the learning targets and needs of students.

	<p>Teachers teach lessons without monitoring student understanding and make no adaptations based on student needs in lessons.</p> <p>Assessments are inconsistently utilized, and the format does not vary to measure student understanding.</p>	<p>Teachers sometimes vary the instructional strategies used to support all students in mastering content but miss opportunities when varied strategies would be impactful on learning.</p> <p>Within lessons, teachers inconsistently monitor student understanding/only collect data on small groups of students in the lesson. Lessons are rarely adjusted based on student needs in the lesson.</p> <p>Assessments are not consistently varied in the ways they measure student understanding.</p>	<p>Most of the time, teachers vary the instructional strategies used to support all students in mastering content.</p> <p>Within lessons, teachers reflect on student understanding and sometimes adjust instruction to better support students in meeting objectives.</p> <p>There is evidence that multiple forms of assessments are used to measure student understanding.</p>	<p>Teachers frequently vary the instructional strategies used to support all students in mastering content.</p> <p>Within lessons, teachers reflect on student understanding and adjust instruction to better support students in meeting objectives.</p> <p>There is evidence that multiple forms of assessments are used to measure student understanding.</p>
Indicator(s) 2.5	Ineffective	Improvement Necessary	Effective	Highly Effective
All students own their learning across the school.	<p>Across the school, few students are responsible for doing most of the thinking in the lesson.</p> <p>There is little to no evidence of teacher support on challenging tasks and/or there is a lack of persistence on the part of most students on challenging tasks.</p>	<p>In some classrooms, students are doing most of the thinking, reading, writing, discussing, problem-solving, etc..</p> <p>Teachers support students to persist in working on challenging tasks, some of the time students work hard in response.</p>	<p>Across the school, most students are doing most of the thinking, reading, writing, discussing, problem-solving, etc..</p> <p>Teachers support students to persist in working on challenging tasks, and most students respond by working hard.</p>	<p>Across the school, all students are doing all the thinking, reading, writing, discussing, problem-solving, etc..</p> <p>Students habitually display persistence in working on challenging tasks.</p>

5Essentials Domain 3: Supportive Environment

In schools with a Supportive Environment, the school is safe, supportive, and there are high expectations for all students. In such schools:

- Students feel safe in and around the school
- They find teachers trust-worthy and responsive to their academic needs
- All students value hard work
- Teachers push all students toward high academic performance

Indicator 3.1	Ineffective	Improvement Necessary	Effective	Highly Effective
Urgency is evident across all aspects of the school environment (all adults and students working urgently toward vision and goals for school improvement.)	<p>In classrooms, there is a significant amount of instructional time lost.</p> <p>Transitions are chaotic and disorderly, and frequently take longer than intended.</p> <p>The schedule does not allow time for the most important aspects of the vision. There are frequent interruptions to the school day.</p> <p>Teachers and leaders are unable to direct orderly routines and procedures throughout the school day.</p>	<p>There is some evidence of a loss of instructional time in classrooms and/or in school-wide spaces.</p> <p>The school schedule does not allow time for all aspects of the school vision, but most of the time runs with few interruptions.</p> <p>Teachers direct students in executing procedures (not yet routinized), and there is some evidence of missed opportunities for procedures and routines to be established.</p>	<p>Instructional time is valued. There are some variations in efficiency across the campus, but these inconsistencies do not result in a loss of instructional time.</p> <p>The school schedule is aligned to the school vision and priorities and runs throughout the day with little interruption.</p> <p>Teachers direct students in executing routines that maximize instructional time.</p>	<p>Time is not wasted in any aspect of the school environment - classroom instruction is urgent and well-paced, and school-wide transitions are smooth.</p> <p>The school schedule allows for adequate time as aligned to the school's vision and priorities and runs without interruption.</p> <p>Teachers and students execute routines that maximize instructional time and increase student responsibility for effective lessons.</p>
Indicator 3.2	Ineffective	Improvement Necessary	Effective	Highly Effective
There are school values, clear expectations for all students, and behavior support strategies that establish a safe environment and align to the school's vision for student success.	<p>School values and expectations are unclear.</p> <p>Very few teachers set and expect students to follow school values and expectations. Teacher responses to incidents varies widely across classrooms.</p> <p>The leader does not challenge actions that demonstrates low expectations.</p> <p>There is little to no evidence of a school-wide system for building character and responding to student's behavioral needs.</p>	<p>School leadership and faculty and staff demonstrate that they do not believe that all students can achieve success in college and/or career (this belief is only reserved for some students and/or is not consistently promoted).</p> <p>Strategies for supporting student behavior inconsistently promote character building, self-management, and responsibility.</p> <p>There is some evidence of school-wide routines, procedures, expectations, and traditions that encourage</p>	<p>School leadership and faculty and staff believe that all students can achieve success in college and/or career.</p> <p>Most teachers and leaders employ strategies that promote character building, self-management, and responsibility.</p> <p>There is evidence of school-wide routines, procedures, expectations, and traditions that encourage students to learn habits and learn from their mistakes in a positive environment. Most students demonstrate proficiency with</p>	<p>School leadership and faculty and staff promote the belief that all students can achieve success in college and/or career and this value is evident in all interactions.</p> <p>There is a high-value placed on strategies that promote character building, self-management, and responsibility. These strategies are utilized across the school by all faculty and staff.</p> <p>There is evidence of school-wide routines, procedures, expectations, and traditions that encourage students to learn</p>

	There is little to no evidence of communication and partnership with families to support students with behavior support strategies and/or there is evidence of negative interactions between families and school staff.	students to learn habits and learn from their mistakes in a positive environment, though students inconsistently follow these routines, procedures, expectations and traditions. There is evidence that systems for communication with families and amongst staff regarding student behavior, consequences and next steps needs considerable improvement in order to function.	these routines, procedures, expectations and traditions. There is evidence of systems for communication with families and amongst staff regarding student behavior, consequences and next steps.	habits and learn from their mistakes in a positive environment. All students demonstrate proficiency with these routines, procedures, expectations, and traditions. There is evidence of clear and consistent communication with families and amongst staff regarding student behavior, consequences and next steps.
Indicator 3.3	Ineffective	Improvement Necessary	Effective	Highly Effective
The physical spaces in the school environment support students in being successful members of the school community and support learning.	Few physical spaces in the school support the establishment and maintenance of a positive student morale. Students can rarely safely and independently access resources, classmates, and the adults necessary for learning.	Physical space in some classrooms and public spaces support the establishment and maintenance of a positive student morale. Students can safely and independently access resources, classmates, and the adults necessary for learning in some physical spaces.	Physical space in most classrooms and public spaces support the establishment and maintenance of a positive student morale. Students can safely and independently access resources, classmates, and the adults necessary for learning in most physical spaces.	Physical space in all classrooms and public spaces support the establishment and maintenance of a positive student morale. Students can safely and independently access resources, classmates, and the adults necessary for learning in all physical spaces.
Indicator 3.4	Ineffective	Improvement Necessary	Effective	Highly Effective
There is evidence of trust and respect amongst students and adults in the building.	There is evidence of frequent negative interactions between students, demonstrating a lack of respect for each other amongst the student body. There is evidence of frequent negative interactions between teachers and students. The leaders and staff and faculty do not consistently engage with each other in a respectful manner.	Students engage with each other in ways that demonstrates mutual respect some of the time. Leaders, teachers and students engage with each other in ways that demonstrates mutual respect some of the time.	Students engage with each other in ways that demonstrates mutual respect most of the time. Leaders, teachers and students engage with each other in ways that demonstrates mutual respect most of the time.	Students engage with each other in ways that demonstrates mutual respect in all situations. Leaders, teachers and students engage with each other in ways that demonstrates mutual respect in all situations.

Indicator(s) 3.5	Ineffective	Improvement Necessary	Effective	Highly Effective
Socio-emotional supports are targeted and based on data-driven decisions. Supports are effectively planned, and interventions are aligned to individual student needs.	There is no evidence of a fair and equitable behavior intervention system.	<p>There is evidence of a behavior intervention system, though it may be unclear if the process was crafted through a partnership/the system may need improvement.</p> <p>There is no evidence of consistent early intervention and/or there is little evidence of interventions leading to subsequent student improvement.</p> <p>There is some evidence of thorough documentation, though there may be instances where lack of documentation led to inadequate student supports.</p>	<p>Leaders and teachers partner in developing and using fair and equitable behavior intervention systems to support all students.</p> <p>Early intervention happens for most students. There is some positive evidence of interventions leading to subsequent student improvement.</p> <p>Leaders and teachers maintain thorough and unbiased documentation to identify students who need further intervention, and craft plans for support and monitoring tailored to the individual student.</p>	<p>Leaders and teachers partner in developing and using fair and equitable behavior intervention systems to support all students.</p> <p>Early intervention is evident and there is positive evidence of the interventions leading to subsequent student improvement.</p> <p>Leaders and teachers maintain thorough and unbiased documentation to identify students who need further intervention, and craft plans for support and monitoring tailored to the individual student.</p>
Indicator(s) 3.6	Ineffective	Improvement Necessary	Effective	Highly Effective
Students demonstrate ownership of the academic and cultural expectations of the school.	There are no opportunities for students to demonstrate leadership in setting and maintaining the expectations of the school.	<p>There are few opportunities for students play an active role in on-campus leadership opportunities and/or only a small group of students participate in these opportunities.</p> <p>Only some students take pride in the school and uphold the expectations of the school across the campus and throughout the school day.</p>	<p>Some students play an active role in on-campus leadership opportunities.</p> <p>There is evidence of most students taking pride in the school and upholding the expectations of the school across the campus and throughout the school day.</p>	<p>Students play an active role in on-campus leadership opportunities.</p> <p>There is evidence of students taking pride in the school and upholding the expectations of the school across the campus and throughout the school day.</p>

5Essentials Domain 4: Collaborative Teachers

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- Active partners in school improvement
- Focused on professional development
- Committed to the school

Indicator 4.1	Ineffective	Improvement Necessary	Effective	Highly Effective
There is a positive and productive professional culture with an urgent focus on improved student outcomes.	Leader/leadership team do not model growth mindset, and/or the staff culture is negative and not focused on a positive, growth-oriented mindset, with no plans for improvement.	Leader/leadership team sometimes model growth mindset. Some staff embrace a growth-oriented mindset, or only partially embrace the focus on self and student improvement. There are evident gaps in staff culture and there are weak/lacking plans for improvement of the culture.	Leader/leadership team model growth mindset and cultivate a culture in which most faculty and staff embrace a growth-oriented professional mindset, focused on improvement for self and students. A positive and productive staff culture is present most of the time. When there are gaps, there is some evidence of planning for improving staff culture.	Leader/leadership team model growth mindset and cultivate a culture in which all faculty and staff embrace a growth-oriented mindset, focused on improvement for self and students. There are processes for consistently returning to the concept of staff culture, with the purpose of continuously improving and strengthening staff culture.
Indicator 4.2	Ineffective	Improvement Necessary	Effective	Highly Effective
The professional development system is aligned to the vision for excellent instruction, culture, goals and aligned to teacher development needs based on data.	There is little evidence that professional development is intentionally selected and designed. It is unclear how the professional development provided will improve instructional practice and/or increase student achievement. There is no evidence of equitable processes for engaging faculty and staff in the selection and design of professional development opportunities.	Processes for selecting and designing professional development opportunities are unclear/inconsistent, though there is an attempt to keep the PD focused on current school needs. Professional development opportunities exist for all staff to engage in, though they are rarely differentiated, and/or may be infrequent. Design and facilitation of professional development is driven by few stakeholders, and only some faculty members have the opportunity to lead based on their strengths.	Professional development is designed to improve instructional practices and increase student achievement. Professional development opportunities are frequent, differentiated, and varied. Faculty members are identified to lead PD opportunities based on their strengths, and supported in their facilitation of PD.	Professional development is directly aligned to goals for improving instructional practices and increasing student achievement. There is evidence that the PD opportunities are developed and adjusted throughout the year based on the most current teacher and student data. Professional development opportunities are frequent, differentiated, and varied. Faculty members are identified to lead PD opportunities based on their strengths and supported in their facilitation of PD. With each PD, there is a plan for effective follow-up on the

				learned practices, with a role for leaders and teachers.
Indicator 4.3	Ineffective	Improvement Necessary	Effective	Highly Effective
Data-driven and high-impact coaching cycles are in place for teachers, differentiated by need and aligned to schoolwide goals and the professional development system.	Coaching cycles are not present. Opportunities for observation and feedback are only available when tied to evaluation.	Some teachers have the opportunity to engage in non-evaluative coaching cycles. The systems for prioritizing teachers for coaching cycles need improvement and/or there is significant imbalance in the performance level of teachers identified for coaching opportunities. Coaching cycles lack multiple elements within goal-setting, observation, data collection, collaborative planning, implementation, reflection and support on next steps (including a connection to professional development opportunities).	There are systems that allow all teachers to engage in non-evaluative coaching cycles. Teachers are prioritized for coaching cycles based on data (both teacher and student). Both high-performing and struggling teachers receive coaching supports, though the time spent with each may need balancing. Coaching cycles include most of the following elements: goal-setting, observation, data collection, collaborative planning, implementation, reflection and support on next steps (including a connection to professional development opportunities).	There are systems that allow all teachers to engage in non-evaluative coaching cycles. Teachers are prioritized for coaching cycles based on data (both teacher and student). Prioritization directly drives the amount of time spent supporting teachers in the coaching cycle. Both high-performing and struggling teachers receive coaching supports. Coaching cycles include goal-setting, observation, data collection, collaborative planning, implementation, reflection and support on next steps (including a connection to professional development opportunities). The efficacy of coaching structures and opportunities are consistently assessed and improved throughout the year.
Indicator 4.4	Ineffective	Improvement Necessary	Effective	Highly Effective
Systems are in place to support new teachers in successfully integrating into all aspects of their roles.	There is little to no evidence of functioning systems for supporting new teachers.	Systems for supporting new teachers provide them with some context on the school, but do not contain the most important messages. New teachers are provided with resources at the beginning of the year OR only when they request certain resources. Supports are inconsistent throughout the year. Some	Systems for supporting new teachers thoroughly convey the school's vision and goals, and professional culture and expectations. New teachers are provided with most of the resources necessary for assimilation into their role throughout the year. Sometimes, teachers report needing to request information and/or resources.	Systems for supporting new teachers thoroughly convey the school's vision and goals, and professional culture and expectations. New teachers are provided with all of the resources necessary for assimilation into their role throughout the year. New teachers are provided with supports throughout the year.

		teachers receive consistent supports, while others may not.	New teachers are provided with supports throughout the year. Supports are provided to all, and do not vary.	Supports are provided to all, but also vary based on need during the year.
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5Essentials Domain 5: Involved Families

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- See parents as partners in helping students learn
- Value parents' input and participation in advancing the school's mission
- Support efforts to strengthen its students' community resources

Indicator 5.1	Ineffective	Improvement Necessary	Effective	Highly Effective
Leaders and teachers have established strong partnerships that support all students in learning.	<p>There are few opportunities for families to be members of the school community to support all students in learning.</p> <p>There is no evidence that family input on school procedures and systems is valued.</p>	<p>There are some opportunities for families to be members of the school community to support all students in learning.</p> <p>There is limited evidence that leaders and teachers seek feedback from families on school procedures and systems at key points in the year.</p>	<p>There are consistent opportunities for families to be members of the school community to support all students in learning.</p> <p>There is evidence that leaders and teachers seek feedback from families on school procedures and systems at key points in the year.</p>	<p>There are a variety of ways for families to participate in the school community (e.g. tutoring, classroom helpers, fundraising, committees, etc.)</p> <p>There is evidence that leaders and teachers consistently seek feedback from families on school procedures and systems throughout the year. (ex. homework policies, events, school culture systems, etc.)</p>
Indicator 5.2	Ineffective	Improvement Necessary	Effective	Highly Effective
There are frequent and varied opportunities for families to be involved in student learning, and there is adequate communication encouraging family input and participation in those opportunities.	<p>There is little to no evidence of an annual calendar with opportunities for family engagement. Communication with families is inconsistent or not respectful of the diverse school community.</p> <p>There is little to no evidence that families are encouraged to attend school events, and few attend.</p>	<p>There is an annual calendar created by leaders and/or teachers that is publicized. Opportunities may only exist at certain points in the year (beginning or end). Communication may be inconsistent.</p> <p>Families are encouraged to participate in school events. Attendance is inconsistent, with some sustained attendance during the year.</p> <p>There is no evidence that the school reflects on the success of</p>	<p>Leaders and teachers create, publicize and update an annual calendar with events, meetings, and other opportunities for family engagement. During the year, there is adequate communication about these events.</p> <p>Families are encouraged to participate in school events, and the school takes steps to ensure participation. Families consistently attend.</p> <p>There is evidence that the school reflects on the success of some</p>	<p>Leaders and teachers create, publicize and frequently update an annual calendar with events, meetings, and other opportunities for family engagement. During the year, there is adequate communication about these events. Communication is intentionally targeted at the diverse school community.</p> <p>Families are encouraged to participate in school events, and the school takes steps to ensure participation. Families consistently attend and</p>

		school events (what feedback was received, attendance, etc.) to consistently improve and vary their opportunities for family engagement.	school events (what feedback was received, attendance, etc.) to improve opportunities for family engagement.	attendance improves throughout the year. There is evidence that the school reflects on the success of school events (what feedback was received, attendance, etc.) in order to consistently improve and vary their opportunities for family engagement.
Indicator 5.3	Ineffective	Improvement Necessary	Effective	Highly Effective
The school has established community partnerships that directly support the school's mission and vision for student success.	There are few/no relationships with community partners.	There are few relationships with community partners, and/or the relationships do not directly support the school in a meaningful way. There are infrequent opportunities for faculty, staff, and students to engage with community partners.	There is evidence of relationships with community partners who support the school. There are opportunities for faculty, staff, and students to engage meaningfully with community partners.	There is evidence of relationships with community partners who support and advocate for the school. There are varied opportunities for faculty, staff, and students to engage meaningfully with community partners.

Appendix B: Teacher Survey

Instructions: This is a confidential survey for teachers whose schools are in the School Quality Review (SQR) process. The purpose is to gather feedback from teachers on the school's educational programs. All responses are gathered as a group and are strictly confidential. You will not be asked to identify yourself in any way.

1. Select the name of your school:

2. What grade level(s) do you teach? (Check all that apply).

- | | |
|-------------------------------|--------------------------------|
| <input type="checkbox"/> PK-2 | <input type="checkbox"/> 7-8 |
| <input type="checkbox"/> 3-4 | <input type="checkbox"/> 9-10 |
| <input type="checkbox"/> 5-6 | <input type="checkbox"/> 11-12 |

3. What subject(s) do you teach? (Check all that apply).

- | | |
|---|--|
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Foreign Language |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Elementary Education |
| <input type="checkbox"/> Science | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Social Studies/History | <input type="checkbox"/> English Language Learners |
| <input type="checkbox"/> Other, please specify: _____ | |

4. How many years have you been teaching?

- | | |
|--|--|
| <input type="checkbox"/> 0 – 2 years | <input type="checkbox"/> 20 – 29 years |
| <input type="checkbox"/> 3 – 5 years | <input type="checkbox"/> 30 or more years |
| <input type="checkbox"/> 6 – 9 years | <input type="checkbox"/> Other, please specify _____ |
| <input type="checkbox"/> 10 – 19 years | |

5. How many years have you been teaching *at this school*?

- | | |
|---|---|
| <input type="checkbox"/> Less than a one year | <input type="checkbox"/> 4 – 6 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 7 - 9 years |
| <input type="checkbox"/> 2 – 3 years | <input type="checkbox"/> 10 or more years |

6. (Optional) With which race/ethnicity do you identify?

- ☐ White/Caucasian
 ☐ Latino/Hispanic
 ☐ American Indian
☐ African American
 ☐ Asian
☐ Native Hawaiian/Pacific Islander
 ☐ Multiracial

7. (Optional) What other characteristics with which do you identify?

- ☐ First Generation College Grad
 ☐ First/Second Generation Immigrant
☐ Pell Grant Recipient
 ☐ Bilingual/English as Second Language
☐ Military (Active/Veteran)
 ☐ Other: _____

8. To what extent do you agree with the following:

Strongly Disagree	Disagree	Somewhat Disagree	Neutral/ Not Applicable	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

<i>5Essentials Domain: Effective Leaders</i> <i>Ensure that the principal creates a community of trust centered on implementing the school's vision.</i>	1	2	3	4	5	6	7
a) Our principal uses data to establish a coherent vision that is understood and supported by the entire school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our school's organizational culture encourages trust, respect, and a sense of responsibility for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our principal and staff members continuously articulate and inspire the school community to enact this vision. The vision and core beliefs guide decision-making at all levels of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Our school corporation (district) drives the accountability agenda promoting a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies, and a plan for monitoring progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. To what extent do you agree with the following:

5Essentials Domain: Effective Leaders Ensure that the principal utilizes effective staffing practices.	1	2	3	4	5	6	7
a) Our principal bases staffing assignment decisions on teacher effectiveness data; assignments put teachers with proven effectiveness with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our school uses creative and traditional means to proactively recruit teachers with experience to deliver quality instruction using a research-based teacher screening process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our principal effectively employs staffing practices (recruitment, assignment, shared leadership, professional development, and observations with meaningful feedback) in order to continuously improve instructional learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. To what extent do you agree with the following:

5Essentials Domain: Effective Leaders Ensure that the principal provides resources and feedback in order to facilitate student success.	1	2	3	4	5	6	7
a) Our principal ensures students and teachers feel safe, welcome, and ready to learn and teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our principal and district leaders acknowledge that all teachers need access to appropriate 21 st century resources, materials, and equipment aligned to the standards and school improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our principal and school leaders observe and provide meaningful feedback to each teacher on a weekly basis to ensure instructional alignment with state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Our principal communicates high expectations to staff, students, and caregivers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. To what extent do you agree with the following:

5Essentials Domain: Effective Leaders Ensure that the principal has the ability to lead.	1	2	3	4	5	6	7
a) Our principal reshapes and incorporates local projects and special initiatives to meet students' needs; (e.g., eliminates initiatives that do not directly impact student achievement).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The school corporation (district) supports and enables flexibility and inventiveness for our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. To what extent do you agree with the following:

5Essentials Domain: Effective Leaders Ensure that the principal provides needed resources.	1	2	3	4	5	6	7
a) Our school district has strategies to maximize external resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our school has strong external strategic partnerships with people, funding sources, and community resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our principal is on a quest to see school improvement in every classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Our principal is actively involved in classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Our principal encourages community participation in the decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. To what extent do you agree with the following:

5Essentials Domain: Supportive Environment <i>Establish a school environment that supports the social, emotional, and learning needs of all students.</i>	1	2	3	4	5	6	7
a) Our students are effectively encouraged to behave well, relate well to others, and have positive attitudes toward learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The school community supports a safe, orderly, and equitable learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our classrooms and hallways provide an attractive and stimulating environment fostering high academic and personal expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Our school rules and procedures are implemented consistently and communicated clearly to students, caregivers, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Our school has effective measures for promoting good attendance, eliminating truancy, and tardiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. To what extent do you agree with the following:

5Essentials Domain: Ambitious Instruction <i>Ensure that teachers utilize research-based, rigorous, and effective instruction to meet the needs of all students and aligned with State Standards.</i>	1	2	3	4	5	6	7
a) Our teachers ensure that student-learning objectives are specific, measurable, and are aligned to the standards-based curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our teachers use multiple instructional strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our teachers use frequent checks for understanding throughout each lesson to gauge student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. To what extent do you agree with the following:

5Essentials Domain: Ambitious Instruction <i>Ensure that teachers utilize research-based, rigorous, and effective instruction to meet the needs of all students and aligned with State Standards.</i>	1	2	3	4	5	6	7
a) My students are actively engaged and can clearly articulate the learning objective and its application to a larger concept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) At our school, constructive links exist between planning, instruction, and assessment resulting in a more effective learning environment and improvements in student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. To what extent do you agree with the following?

5Essentials Domain: Ambitious Instruction <i>Ensure that teachers utilize research-based, rigorous, and effective instruction to meet the needs of all students and aligned with State Standards.</i>	1	2	3	4	5	6	7
a) Our curriculum is aligned with College and Career Ready State Standards (CCRSS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our instructional sequence is calendared across all grade levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our teachers are planning lessons collaboratively using curriculum maps with sequenced student-learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Our instructional materials and resources are aligned to the standard-based curriculum documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The school ensures that additional instruction and learning time is provided for all students who require it to meet academic standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. To what extent do you agree with the following:

5Essentials Domain: Collaborative Teachers <i>Ensures all teachers collaborate to promote professional growth.</i>	1	2	3	4	5	6	7
a) Our faculty works together, continually and naturally to help each other improve his/her professional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our principal uses classroom observation, analysis of student data, and research to provide teachers with continual and constructive feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our professional development is beneficial and directly linked to our changing instructional practice in order to improve student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. To what extent do you agree with the following:

5Essentials Domain: Collaborative Teachers <i>Ensures teachers are provided the necessary resources needed to succeed.</i>	1	2	3	4	5	6	7
a) I clearly understand what is expected of me when it comes to student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The school provides me with the instructional resources necessary to ensure high quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My school provides a mentor for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. To what extent do you agree with the following:

5Essentials Domain: Collaborative Teachers Ensure the school-wide use of data, focused on improving teaching and learning.	1	2	3	4	5	6	7
a) Our school uses multiple forms of user friendly data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A range of student data is collected across classrooms in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our teachers have scheduled time and a systematic process for analyzing formative assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. To what extent do you agree with the following:

5Essentials Domain: Collaborative Teachers Ensure the school-wide use of data, focused on improving teaching and learning.	1	2	3	4	5	6	7
a) Our school utilizes a coherent system to provide detailed student assessment data and analysis of results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Teachers in our school use data gathered from multiple types of assessments to plan instruction and activities that support the learning styles and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Teachers give feedback routinely to students and provide opportunities for them to assess their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. To what extent do you agree with the following:

5Essentials Domain: Supportive Environment Redesign time to better meet students and teacher learning needs.	1	2	3	4	5	6	7
a) Our master schedule is clearly designed and structured to meet the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our instructional time is protected with few interruptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our master schedule has sufficient flexibility to allow for students to enter and exit interventions throughout the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. To what extent do you agree with the following:

<i>5Essentials Domain: Involved Families</i> <i>Ensures that families have ample opportunities to be engaged partners in their student's education.</i>	1	2	3	4	5	6	7
a) Our school works with caregivers to build positive relationships and to engage them as partners in their student's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our school recognizes the importance of partnerships with caregivers to increase student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. What instructional resources do you use REGULARLY?

- ☐ Core text books (e.g., published by Holt, Prentice Hall, McGraw Hill, Eureka Math)
- ☐ Open Source Materials (e.g., EngageNY, Teachers-Pay-Teachers)
- ☐ Trade books (e.g., novels, expository books)
- ☐ Newspapers, magazines,
- ☐ Teacher-created materials
- ☐ Supplemental materials from textbook companies (e.g., CDs, posters)
- ☐ Technology (e.g., computer, Smart board, internet, Facebook)
- ☐ Consumable Workbooks
- ☐ Manipulatives
- ☐ Other, please specify: _____

24. Who are you most likely to approach when you are seeking professional support?

- a) Another teacher
- b) The principal
- c) The assistant principal
- d) An instructional coach
- e) Other, please specify _____

* Is there anything else you would add about your school?

Appendix C: Caregiver Survey

Instructions: This is a confidential survey for caregivers whose schools are in the School Quality Review (SQR) process. The purpose is to gather feedback from caregivers on the school's educational programs. All responses are gathered as a group and are strictly confidential. You will not be asked to identify yourself in any way.

1. Select the name of your school:

2. What grade level(s) does/do your student(s) attend? (Check all that apply).

- ☐ PK-2 ☐ 7-8
☐ 3-4 ☐ 9-10
☐ 5-6 ☐ 11-12

Strongly Disagree	Disagree	Somewhat Disagree	Neutral/ Not Applicable	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

3. To what extent do you agree with the following:

5Essentials Domain: Effective Leaders Ensure that the principal has the ability to lead.	1	2	3	4	5	6	7
a) The principal and teachers make caregivers feel welcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The principal supports academically-focused relationships between teachers and caregivers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. To what extent do you agree with the following:

5Essentials Domain: Supportive Environment Establish a school environment that supports the social, emotional, and learning needs of all students.	1	2	3	4	5	6	7
a) The school is effective at maintaining a safe, orderly, and comfortable environment for caregivers and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Caregivers feel welcome, supported, and actively involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. To what extent do you agree with the following:

5Essentials Domain: Ambitious Instruction Ensure that teachers utilize research-based and effective instruction to meet the needs of all students.	1	2	3	4	5	6	7
a) Our school has clear goals for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Teachers provide clear instruction and feedback to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) In our school students are actively involved in learning and are given frequent assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In our school students, who are struggling, are quickly identified and provided with additional instructional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. To what extent do you agree with the following:

5Essentials Domain: Ambitious Instruction Ensures that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready state standards.	1	2	3	4	5	6	7
a) The teachers at this school work to prepare students for college and career ready standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My student can accurately describe the objective of the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. To what extent do you agree with the following:

5Essentials Domain: Effective Leaders Develop skills to better recruit, retain, and develop effective teachers.	1	2	3	4	5	6	7
a) Our school hires effective teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My student usually has the same teacher from the beginning to the end of the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My student's teacher often changes throughout the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Caregivers are informed if a student is struggling and given suggestions to help them at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. To what extent do you agree with the following:

5Essentials Domain: Collaborative Teachers Ensure the school-wide use of data, focused on improving teaching and learning.	1	2	3	4	5	6	7
a) My student's teacher communicates with me and provides feedback in a timely fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My student's teacher has a variety of tests (data) and uses it to improve instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. To what extent do you agree with the following:

5Essentials Domain: Supportive Environment Redesign time to better meet students and teacher learning needs.	1	2	3	4	5	6	7
a) The school schedule is structured to meet the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our school has a schedule that allows for caregivers to communicate with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our school provides me with a copy of the schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. To what extent do you agree with the following:

5Essentials Domain: Involved Families Ensures that families have ample opportunities to be engaged partners in their student's education.	1	2	3	4	5	6	7
a) The adults at our school know and understand students' personal and academic needs related to race, ethnicity, poverty, the learning of English, and disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our school addresses the needs of caregivers so that they can better support their student's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our school works with caregivers to build positive relationships and to engage them as partners in their student's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Who are you most likely to approach when you are seeking support or information from the school?

- a) A teacher. Which teacher (Optional)? _____
- b) The principal
- c) The assistant principal
- d) The parent liaison
- e) Other, please specify _____

12. Is there anything else you would to add about your school?

Appendix D: School Leader Self-Evaluation

Purpose: This form serves two purposes. First, it is designed to help a school prepare for discussions both before and during a School Quality Review (SQR). Second, it provides a mechanism for the SQR team to better know your school.

The results of this self-evaluation will remain confidential, and only used to inform overall evidence collection and focus areas for the onsite review.

Please complete this form and send it electronically to the SQR contact provided to you at the Pre-Visit meeting, including as much relevant detail as possible.

Instructions:

- Be evaluative, rather than descriptive, with a focus on student outcomes. Include sources of evidence where possible.
- Be brief; limit your answers to 10 pages. Omit sections where you feel that you are not in a position to respond.
- Enter an “X” into the appropriate box (1-4) which most accurately reflects your judgment of overall quality in response to the questions.

Rating	Description	Interpretation
4	Highly Effective	High impact implementation – exceeds standard & drives student achievement
3	Effective/ Implemented with Fidelity	Routine and consistent - meets standard
2	Improvement Necessary	Limited evidence of this happening in the school – attempt to meet the standard
1	Ineffective	Insufficient evidence of this happening in the school – limited to no attempt to meet standard

Introductory Questions

0.1 What is distinctive about your school?

0.2 How effective is the school's partnership with the school corporation?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

How do you know?

What are the strongest features?

What are the areas for improvement?

0.3 How effective are all staff members at holding high expectations for all students academically and behaviorally? (1.4; 2.3; 3.6)

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

5Essentials Domain 1: Effective Leaders

In schools with Effective Leaders, principals and teachers work together to implement a shared vision that drives the school's goals for success and improvement. In such schools, people, programs, and resources are focused on a vision for sustained improvement.

1.1 Describe the vision and goals of the school. How effectively do the priorities of the school drive toward the vision?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

1.2a How effective is the school leader's decision-making power? (E.g., Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money, and programs?)

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

1.2b How effectively are others engaged in the decision-making processes at the school? (e.g. Does the principal practice shared leadership?)

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

1.3 How effective are the systems for collecting and reflecting on school-wide data to inform vision and direction?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

1.4 How effective is the school at recruiting, hiring, and retaining effective teachers?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

1.5 How effective are the trusting relationships between staff and school leadership?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

5Essentials Domain 2: Ambitious Instruction

In schools with Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effective on student learning.

2.1 How effective is the school's alignment of curriculum with College and Career Ready standards?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

2.2 How effective are the school's teachers at delivery of the curriculum?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

2.3a How effective is that school at using diagnostic assessments frequently and accurately to inform instructional decisions and promote student learning?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

2.3b How effective are teachers at using data to gauge student learning and to identify specific learning needs?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

2.3c How effective is the school at identifying and providing remediation to students based on data?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

2.4 How effective are the school's teachers at using multiple instructional strategies and response strategies that actively engage and meet student learning needs?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

2.5 How effective are teachers at ensuring students are consistently engaged in challenging tasks?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

5Essentials Domain 3: Supportive Environment

In schools with a Supportive Environment, the school is safe, supportive, and there are high expectations for all students.

3.1a How effective is the master schedule in meeting the needs of all students? (7.1)

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

3.1b How effective is the master schedule in meeting the professional development needs of staff?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

3.2, 3.3, 3.4, 3.5 How effective is the school at maintaining a safe, orderly, and equitable learning environment?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

3.2, 3.3, 3.4, 3.5, 3.6 How effective is the school at maintaining a culture that values learning?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

5Essentials Domain 4: Collaborative Teachers

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth.

4.1 How effective is the school's professional culture? (E.g., Does the professional culture promote faculty and staff participation, collaboration and training to enhance student learning?)

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

4.2 How effective is the professional development provided to teachers?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

4.3 How effective is school leadership at providing feedback to teachers for improvement?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

4.4 How effective are the supports provided to new teachers?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

5Essentials Domain 5: Involved Families

In schools with Involved Families, the entire staff builds strong external relationships.

5.1 How effective is the school at engaging families in school decision-making and monitoring students' progress?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

5.2 How effective is the school in communicating with families throughout the year?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

5.3 How effective is the school in leveraging community resources to support the school?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

Explain.

Concluding Questions

*This section is summative; please do not repeat previously stated material.

How effective is your school overall?

		1	2	3	4	
School Self-Evaluation	Ineffective					Highly Effective

How do you know?

What are its notable strengths?

What are the main priorities?

What changes to the school, including its educational model and school culture, do you anticipate making in the next year?

What are the most significant aids and/or barriers to raising student achievement?

Is there anything else you would like reviewers to know before they arrive at your school?

Appendix E: Classroom Observation Tool

SCHOOL QUALITY REVIEW CLASSROOM OBSERVATION TOOL									
LEA Name		School Name		School #					
Observer Name		Subject		Grade Level		Duration			
What part(s) of the lesson did you observe? (Circle all that apply)			Beginning		Middle	End			
						YES	NO	N/A	
A. CLASSROOM ENVIRONMENT									
The classroom is safe and free from obstacles with easy access to materials and resources. (SE 3.3)									
Room is arranged to support collaborative learning with easily identifiable work areas. (SE 3.3)									
Academic supports are posted (e.g. objectives, goals, posters, data) (AI 2.2)									
The majority of students interact with and support each other about their learning. (AI 2.5)									
Current student exemplars are posted to support student learning. (AI 2.4)									
B. CLASSROOM CULTURE									
High expectations for behavior are evident. (SE 3.2, SE 3.6)									
High expectations for academics are evident. (EL 1.1, AI 2.1, SE 3.2)									
Risk-taking is encouraged by the teacher and students are willing to participate. (AI 2.5, AI 2.5, SE 3.6)									
Interactions among teachers and students are positive and respectful. (SE 3.4)									
Teacher recognizes positive student contributions to class with feedback to encourage continued work. (AI 2.4)									
C. HIGH EXPECTATIONS									
Teacher provides specific, concrete, sequential, and observable directions for behaviors and academics. (SE 3.2)									
Students execute transitions with minimal direction from the teacher. (SE 3.1, SE 3.2)									
When students lose focus, the teacher redirects them immediately and in a way that does not slow or disrupt the lesson's momentum. (SE 3.2, SE 3.4, SE 3.5)									
Students respond quickly to teacher's management techniques by re-engaging in the lesson. (SE 3.2, SE 3.4)									
Teacher demonstrates an active interest in students' well-being and demonstrates that interest through her/his interactions with students. (SE 3.2, SE 3.5)									
D. INSTRUCTIONAL EXECUTION									
The lesson objective is aligned to Indiana Academic Standards. (AI 2.1, AI 2.2)									
Teacher provides real world examples to illustrate the relevance of the lesson. (AI 2.4, AI 2.3)									
A rigorous Depth of Knowledge is evident. (AI 2.2)									
Teacher regularly asks higher level questions. (AI 2.2, AI 2.3)									
Teacher differentiates instruction as needed in response to student learning needs, including enrichment and additional support. (AI 2.3, AI, 2.4)									
Teacher accurately checks for whether students understand the key content needed to master the lesson's objective(s) at key moments in the lesson. (AI 2.3, AI 2.4)									
Teacher uses technology or other instructional resources to effectively support and clarify instruction. (AI 2.3, AI 2.4)									
E. STUDENT ENGAGEMENT									
Students are actively engaged in the work of the lesson. (AI 2.5, SE 3.6)									
Students are able to articulate the lesson objective and its purpose. (AI 2.2, AI 2.5)									
Students are making personally relevant connections to the work of the lesson. (AI 2.3 AI 2.4, AI 2.5, SE 3.6)									
Students are able to articulate the real-world connection to the work of the lesson. (AI 2.2, AI 2.5)									
Students have multiple opportunities to respond to or build on their peers' ideas. (AI 2.2, AI 2.5)									
Students have multiple opportunities to discuss their learning with peers. (AI 2.2, AI 2.5)									

Post Classroom Observation Summary – Complete the Following Summary Based on Your Notes Above																		
Math (Check Boxes for Observed Shifts)								ELA/SCI/SS (Check the Box for Observed Shifts)										
<input type="checkbox"/> Activities involve 2 or more senses [e.g. measuring cups (doing) with discussion (hearing)] <input type="checkbox"/> Lesson builds moves beyond simple facts; students transfer skills and must think deeply about concepts. <input type="checkbox"/> Students are given time to struggle through difficult ideas and problems.								<input type="checkbox"/> ALL students interact with text(s) that appropriately challenge their reading abilities. <input type="checkbox"/> Students ground conversations and responses in evidence. <input type="checkbox"/> Teacher asks meaningful questions that direct students back into the text										
Identify the various instructional strategies observed during the lesson:																		
Learning Experience				Collaborative Work				Differentiation				Other						
<input type="checkbox"/> Learning involves 2 or more senses (e.g. doing and hearing) <input type="checkbox"/> Learning with purposeful physical activity <input type="checkbox"/> Technology / media <input type="checkbox"/> Visual Aids <input type="checkbox"/> Lab				<input type="checkbox"/> Pairs <input type="checkbox"/> Small groups <input type="checkbox"/> Stations <input type="checkbox"/> Seminar - <i>guided group discussion over complex theme or topic</i> <input type="checkbox"/> Student Presentation <input type="checkbox"/> Debate				<input type="checkbox"/> Tiered texts – <i>books at different reading levels based on ability</i> <input type="checkbox"/> Tiered assignments – <i>tasks based on students' unique abilities/needs</i> <input type="checkbox"/> Student choice <input type="checkbox"/> Conferencing <input type="checkbox"/> Think-aloud <input type="checkbox"/> Performance Task				<input type="checkbox"/> Accommodated Work <input type="checkbox"/> Modified Work <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____						
TIME		0:05				0:10				0:15				0:20+				
Fraction of Class Engaged		< 1/2	1/2	3/4	ALL	< 1/2	1/2	3/4	ALL	< 1/2	1/2	3/4	ALL	< 1/2	1/2	3/4	ALL	
Student Learning Most Closely Resembles (Circle One)		Majority Teacher Led				50% Teacher/50% Students				Majority Student Working								
Students were Expected to (Circle All That Apply):		Write	Read	Copy/Transcribe	Annotate	Solve	Discuss/Defend Positions				Model							
		Create		Listen (to an audio recording)				Justify/Provide Reasoning				Move						
Additional Evidence/Notes: <i>Provide a few objective observations to support the ratings you provided above.</i>																		

Appendix F: Principal's Checklist

Before reviewing this checklist, please read the guidance document in full as it provides a comprehensive overview of the school quality review process.

Before the On-Site Visit

- ☐ Meet with staff; share key information from the virtual (WebEx) orientation and discuss the School Quality Review process, including classroom observations.
- ☐ Send surveys to teachers (electronic) and caregivers (electronic and paper) prior to the on-site review.
- ☐ Complete and be prepared to discuss the School Leaders' Self-Evaluation.
- ☐ Complete the scheduling tool provided by IDOE.
- ☐ Coordinate with school corporation representative(s) to attend appropriate meetings.
- ☐ Select and inform caregivers for their focus group.
- ☐ Select and inform community members for their focus group.
- ☐ Select and inform teachers for their focus groups.
- ☐ Select and inform students for their focus group.
- ☐ Set aside rooms for meetings and for the Technical Assistance Team (TAT) to use (one secure room for TAT members both days, may also be used for focus groups).
- ☐ Provide the IDOE with two to three key pieces of evidence/artifacts that align to each domain in the "5Essentials for School Improvement" framework.

➤ During the On-Site Visit

- ☐ Attend a meeting with the Technical Assistance Team at the beginning and end of each day.
- ☐ Attend the debrief meeting at the end of the second day of the on-site review.
- ☐ Provide additional information to the Technical Assistance Team as requested.
- ☐ Plan on maintaining as much of your normal routine as possible, there is no need to accompany the Technical Assistance Team.

➤ After the On-Site Visit

- ☐ The principal will receive a draft final report from the Technical Assistance Team Leader and have the opportunity to correct any factual or technical errors.
- ☐ The school and district can request a follow-up meeting with the IDOE to discuss the final report and explore options for further collaboration, including action planning and a Memorandum of Agreement.